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ABSTRACT

This document describes viable options to enable the State of Connecticut to provide integrated and quality education, in response to a 1988 report that presented broad-based recommendations for overcoming racial inequalities in contiguous school districts. The initial report, dramatizing the increasing racial and economic isolation in the state's public schools and calling for voluntary action to reverse the trend, generated public interest and investigation of alternatives by a number of school districts, agencies, and community groups. However, despite the increasing public awareness of and responsiveness to the problem, racial and economic isolation persists. The following existing integration initiatives are described and examples of improvements are suggested: (1) Interdistrict Cooperative Grants Program (including both planning and implementation grants); (2) Project Concern, an intercommunity program for disadvantaged students; (3) State Summer School Grant Program; (4) curriculum reform initiatives; (5) professional development; (6) interdistrict vocational-technical schools; and (7) local cooperative vocational programs. The following new initiatives are described and examples of further development are suggested: (1) magnet schools; (2) school construction and renovation; and (3) recruitment of minority teachers. The new methods and strategies suggested for delivering quality, integrated education are summarized. Statistical data are included on one table and two maps. A list of 27 references; the recommendations of the Superintendents' Work Group regarding Project Concern; and the report of the Subcommittee on School Construction, Leasing, and Site Acquisition of the Superintendents' Committee on Racial/Ethnic Equity and Desegregation are appended. (FMW)

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QUALITY AND INTEGRATED EDUCATION:

OPTIONS FOR CONNECTICUT

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QUALITY AND INTEGRATED EDUCATION:

OPTIONS FOR CONNECTICUT

A Follow-up to the January 1988 *REPORT ON RACIAL/ETHNIC EQUITY AND DESEGREGATION IN CONNECTICUT'S PUBLIC SCHOOLS*

Connecticut State Department of Education

April 1989

QUALITY AND INTEGRATED EDUCATION: OPTIONS FOR CONNECTICUT

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An initial report in January 1988 entitled, *Racial/Ethnic Equity and Desegregation in Connecticut's Public Schools*, contained the following recommendations:

- That the state promote the concept of "collective responsibility" for integrating the public schools.
- That the state make available financial incentives to encourage school districts that plan and implement voluntary programs that advance quality, integrated education.
- That the State Department of Education provide technical assistance to local school districts in the development and implementation of plans to achieve and maintain integrated schools.
- That the State Department of Education undertake planning with other agencies responsible for housing, transportation and other factors that can help promote integration.

I. WHY INTEGRATED EDUCATION?

A strong belief that a multicultural environment is an irreplaceable component of quality education is the foundation of this report, entitled *Quality and Integrated Education: Options for Connecticut.*

Imagine the two best schools in the world, one whose students are minority and the other, white. As good as these schools might be, they could be even better. They could be integrated.

In our society, neighborhoods, churches and social organizations seldom reflect racial or economic diversity. Schools are the most likely places for substantial contact to take place among young individuals of different backgrounds. Schools educate and socialize the next generation. Youngsters cannot receive a complete education in classrooms that do not reflect the diversity of the adult world they will enter. A lesser view of the mission of public education is myopic and does little to serve the basic tenets of democracy.

There is also an economic imperative dictating that Connecticut's schools offer all students the best possible learning opportunities in a multicultural environment. With the size of the labor pool diminishing, the state cannot afford to undereducate any of its young people. And with the market for Connecticut's goods and services becoming more global and the work force becoming more interracial in character every day, future employees must be prepared to work comfortably and effectively with persons of all racial and ethnic backgrounds. As authors Badi Foster, et al; say in *Competitiveness and the Challenge of Diversity as a Business Issue,* "In the 1990's, a company's commitment to employee diversity and the development of employee competence in managing diversity will reflect not a social, moral or legal agenda, but a business policy designed to improve productivity, and expand one's market at home and abroad."

Other individuals who have studied the academic and affective outcomes of integrated schools also give them a positive edge. In 1988 the Connecticut State Department of Education commissioned a nationally recognized expert to do a thorough review of the research. In her review, Janet Schofield, a professor at the University of Pittsburgh, found that the majority of studies indicate improved achievement for minority students in integrated settings and at the same time offer no substantiation to the fear that integrated classrooms impede the progress of more advantaged white students. Furthermore, integrated education has long-term positive effects on interracial attitudes and behavior, according to Schofield. The earlier it begins, e.g., in early childhood programs or kindergarten, the more effective it tends to be.

Racial and economic isolation have profound academic and affective consequences. Children who live in poverty--a burden which impacts disproportionately on minorities--are more likely to be educationally at risk of school failure and dropping out before graduation than children from less impoverished homes. Poverty is the most important correlate of low achievement. This belief was borne out by an analysis of the 1988 Connecticut Mastery Test data that focused on poverty as assessed by one indicator: participation in the free or reduced cost lunch program. The analysis also revealed that the low achievement outcomes associated with poverty are intensified by geographic and racial concentrations. Since economic disadvantage outside the

school breeds low achievement in school, the education community is hard-pressed to counter this disadvantage with enhanced programs inside the school.

In January 1988, the State Department of Education's Committee on Racial Equity, appointed by Commissioner Gerald N. Tirozzi, delivered its report, *Racial/Ethnic Equity and Desegregation in Connecticut's Public Schools*, containing four broad-based recommendations (see page ii). In March 1988, the State Board of Education formally received the report and directed Commissioner Tirozzi and his staff to solicit reactions and develop a second report that would describe viable options for integrated and quality education in Connecticut.

Energizing the Topic

The initial report, dramatizing the increasing racial and economic isolation in Connecticut's public schools and calling for voluntary action to reverse the trend, did not become a shelf item gathering dust. The report made headlines, prompted many supportive editorials and received TV coverage all over the state. The reaction, predictably, was controversial, but it was much more positive than negative.

Media coverage has been extensive, including newspaper articles, editorials, columns, and op ed pieces. Letters have poured into the State Department of Education, particularly to the Office of the Commissioner, the majority of them supportive of the Department's position. Students have written letters and have covered the subject in their school newspapers and in statewide debates.

The subject of racial and socioeconomic balance in the schools has been on the meeting agenda of trade and service organizations, religious groups, business and industry groups, legislators, parents and teachers. Out of the discussions, a consensus of support for some constructive action has been building. Recommendations and proposals for action have surfaced in all parts of the state. Some groups have passed resolutions supportive of integration efforts.

More than 500 persons responded to a statewide survey by the Connecticut Parent-Teacher Association (PTA) and the 28-member State Student Advisory Council (SSAC) sent out more than 600 questionnaires. The results of both surveys will be available later this spring.

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of School Administrators (CASA) convened a joint conference on the subject. The General Assembly formed a nine-member task force to work with the Department of Education on the issue.

Superintendents from 29 school districts formed a work group to consider both short-term and long-term methods for providing students with more integrated learning experiences. The superintendents' recommendations on Project Concern and school construction (see appendix A) will be given full consideration by either the State Educational Equity Study Committee or a Special Blue Ribbon Task Force. Some neighboring school districts have begun new collaborative ventures, such as the "sister schools" program of Simsbury and Bloomfield, and a summer partnership in which Bloomfield High School students will be able to attend Hall High School in West Hartford.

Plans are underway in New Haven for a new allied health magnet program, and Bridgeport is planning to build a vocational agriculture magnet school that will offer an aquaculture program.

Awareness of a persistent--but not insolvable--problem within Connecticut has been heightened in every segment of the state's population. People are realizing, through discussion and debate, that the problem in their own backyards is one in which citizens can have some impact. Discussions are becoming more objective and directional.

During the year, Commissioner Tirozzi and the staff of the Department of Education have spent a great deal of time and energy to establish clear and accurate communication about the 1988 report and its intent. A number of myths and misconceptions, such as the fear that the report was advocating forced busing, not only of minority students to the suburbs but also of white students into city schools, have been laid to rest.

A team of staff members has visited various cities outside Connecticut, assessing magnet schools and the implications of the magnet school concept for Connecticut. Team members saw many successful programs illustrating the principles of quality, integrated learning (see *Guiding Principles*, page 4). In Buffalo there is a magnet school that is affiliated with the city zoo, and two hundred and fifty high school students have the opportunity to study a science-oriented curriculum. A Montessori school in St. Louis for children in the four- to seven-year-old age range has been successful in attracting white suburban children to an urban site. A high school in St. Louis receives extensive funding from the U.S. Navy to operate a program that stresses traditional values and discipline.

The implications for Connecticut of magnet schools and schools of choice are several. The important generalization is that parents will send their children to a program that is of high quality, safe and offers an attractive program that cannot be duplicated in a school in their own attendance area. The strongest proponents of integrated education, in fact, are people who have experienced it. In New York State, 98 percent of the parents whose children attend magnet schools indicated that they would recommend magnets to other parents.

For a magnet program to be successful, however, there must be careful and extensive preliminary planning. Teachers, parents and the community as a whole must be involved in choosing an appropriate program focus. Extensive staff training is a necessity if teachers and other staff members are to work successfully with children from different racial and cultural backgrounds. Students also must receive an orientation in what to expect in the new program, and each school must be provided with outstanding leadership. (For more on magnet schools, see page 23.)

Isolation in Connecticut is Growing

Despite increasing public recognition and responsiveness in Connecticut to the problems associated with racial and economic isolation, they still persist.

The initial report documented an alarming degree of isolation: Almost 80% of the state's minority students live in 14 of the state's 169 towns. Given the wealth distribution in the state--a situation where many youngsters living in poverty are minorities--we know that these 14 towns are home to about 81% percent of the children whose families are eligible for welfare.

Guiding Principles

A review of the literature on integrated education and visits by Department staff to several school districts that offer quality integrated programs reveal that successful programs have certain characteristics in common.

- Student participation is voluntary.
- Responsibility for developing programs and procedures that facilitate quality education and integration in a multiracial-multicultural environment is shared by local districts and the state.
- Different districts require a different mix of programs. The state must demonstrate its leadership in providing fiscal and technical support to local school districts for the development of programs and procedures that promote quality education and integration.
- A primary criterion for student selection from a pool of applicants for voluntary school programs is the objective of a multiracial-multicultural environment.
- Certain elements are integral to the development and operation of multiracial-multicultural programs, including:
  --outreach to parents and community members, particularly non-English speakers, in order to provide them with information, to get their suggestions and to involve them in designing changes in the programs;
  --ongoing evaluation and adaptation of the curriculum;
  --continual review of discipline standards and procedures to ensure that they are unbiased and being administered fairly;
  --staff members who reflect the multiracial-multicultural composition of the student population, including recruiting out-of-state teachers when numbers of minority teachers in Connecticut are insufficient; and
  --training for professional and nonprofessional staff, including training workshops and conferences on multiracial-multicultural education for teachers and administrators.

In the process of monitoring demographic trends since the 1988 report, the State Department of Education finds that isolation has intensified in all but one of the 14 towns mentioned in the earlier report, and in that one town--Middletown--the proportion of minorities enrolled remained the same.

Once a pattern of isolation becomes identifiable, history shows that it generally tends to continue. In the state's three largest cities, the proportion of minority students has increased as much as 30 percent in the past two decades. In other cities, e.g. New London, the proportion of minority students almost doubled in the same period. In Bloomfield, the proportion of minority students has more than tripled since 1970.

Six additional communities have emerged as locations in which the student minority population has increased steadily. This brings to twenty the number of towns in which the proportion of minority students now exceeds 15 percent (see table 1, map 1 on next page). East Hartford is a case in point: in the past several years the proportion of minority students has grown 30 percent. The fact that greater numbers of minority families have moved - presumably - out of urban centers and into these towns is a positive development that may indicate new opportunities and attitudes toward integration. However, educators need to be concerned about new minority students becoming clustered in individual schools, and local district officials need to be watchful of developing trends in light of the experiences of other towns where isolation has become systemwide in a relatively short period of time. Department officials also will continue to monitor closely the demographic trends in all towns in order to encourage local districts to stem any emerging isolation as it develops, and assist all towns in exploring cooperative programs.

Isolated schools, as noted in the first report on racial/ethnic equity, reflect housing patterns. Although the Department of Education has no direct authority or responsibility for housing policy in Connecticut, the Department does have a responsibility to point out the direct link between housing policy and isolation in our schools. State Board of Education Chairman Abraham Glassman and Commissioner Tirozzi have done this, meeting with the State Blue Ribbon Commission on Housing to express their concerns. Also, early last year, they assigned a Department of Education staff member as a permanent liaison to the Housing Commission.

In late 1988, the Housing Commission forwarded recommendations to the General Assembly. The Department commends the Commission for laying out the principles and policies that would enable the state to meet its housing obligations, and reiterates the Department's commitment to helping find ways to counteract factors that contribute to isolation in the schools.

Recognizing that there is no single strategy to promote quality, integrated education for all in Connecticut, this report advocates a mix of voluntary strategies. The magnitude and urgency of the issue necessitate that Connecticut in partnership with local school districts diligently seek workable solutions as soon as possible. The moral, social and economic fibre of the state's future may well depend on our commitment to do today those things that will insure a positive tomorrow.

Rev: 3/16/89

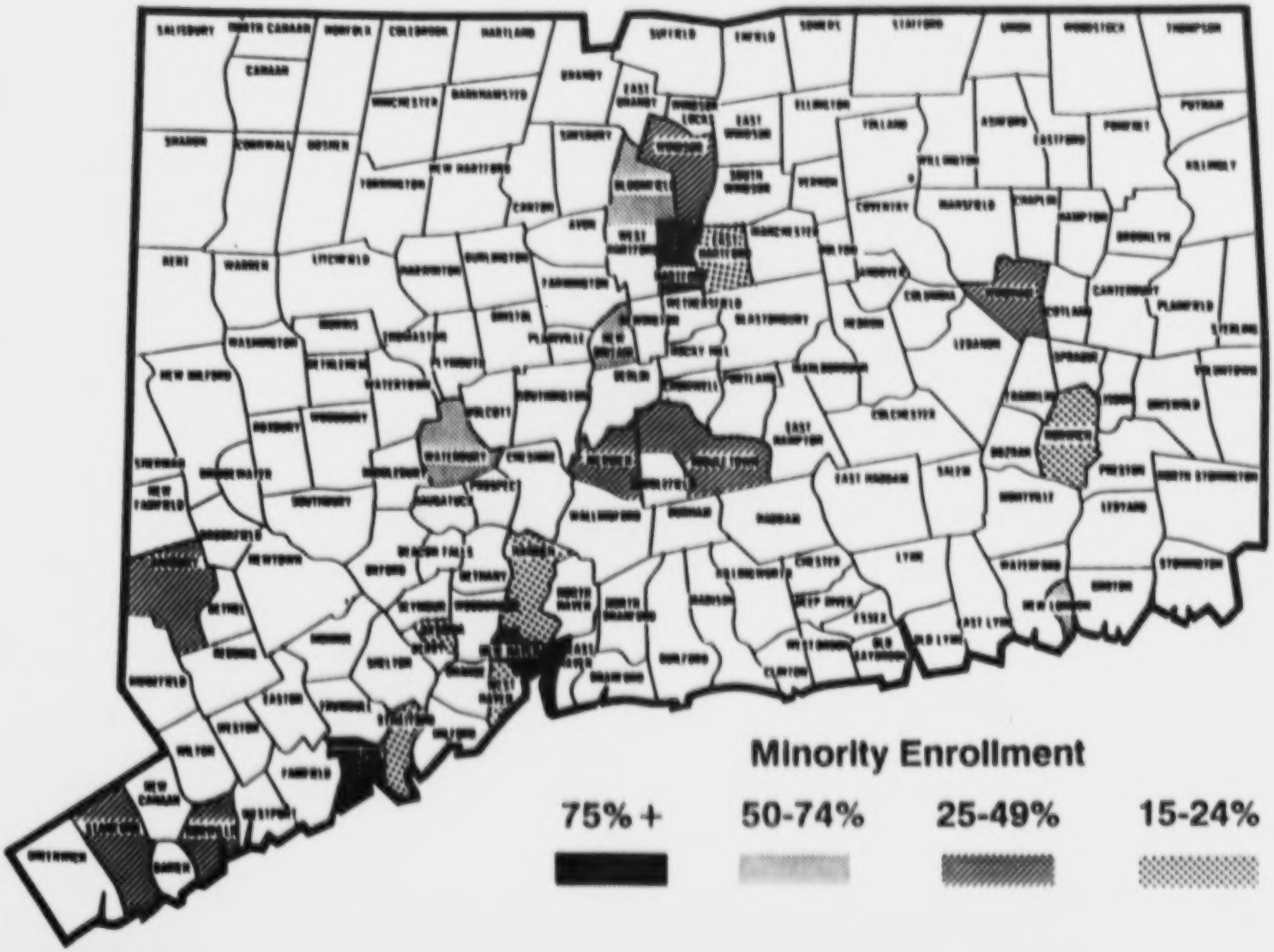
FIGURE 1

MINORITY STUDENTS ENROLLED IN SELECTED SCHOOL DISTRICTS
OCTOBER, 1970 TO OCTOBER, 1988

LOCAL SCHOOL DISTRICT	Proportion of Minority Students, Expressed as a Percent						INCREASE IN MINORITY STUDENT PROPORTION	CUMULATIVE % OF STATE MINORITY STUDENT ENROLLMENT	CUMULATIVE % OF STATE TOTAL STUDENT ENROLLMENT	CUMULATIVE % OF STATE TOTAL ADC COUNT
	1970	1975	1980	1985	1987	1988	1970 - 1988	1988-89	1988-89	1987-88
HARTFORD	66.8	77.6	84.2	89.2	90.5	91.3	24.5	20.6	5.3	26.1
BRIDGEPORT	53.1	63.1	74.4	82.2	84.3	85.1	32.0	35.7	9.5	40.8
NEW HAVEN	63.3	72.3	77.0	80.6	81.5	82.2	18.9	48.5	13.1	55.8
BLOOMFIELD	19.7	34.4	51.1	65.0	69.9	73.9	54.2	50.2	13.7	56.1
NEW LONDON	29.7	37.2	43.3	52.6	56.3	57.6	27.9	51.8	14.3	58.0
NEW BRITAIN	16.4	24.9	36.6	46.9	51.0	53.8	37.4	55.7	16.0	62.4
WATERBURY	27.1	32.3	40.0	46.5	49.7	50.6	23.5	61.7	18.8	69.6
STAMFORD	24.9	31.4	38.1	46.3	47.5	48.6	23.7	66.8	21.3	72.5
NORWALK	21.5	25.5	32.0	38.3	41.0	41.6	20.1	70.3	23.3	74.5
MERIDEN	10.8	16.7	22.7	27.7	30.9	31.6	20.8	72.6	25.0	76.9
WINDSOR	4.5	9.8	21.2	28.5	30.8	31.4	26.9	73.8	25.9	77.1
MIDDLETOWN	13.3	18.6	24.4	31.7	30.9	30.9	17.6	75.0	26.8	78.1
WINDHAM	8.6	10.1	15.4	26.3	29.2	29.7	21.1	75.9	27.5	79.8
DANBURY	10.7	11.9	15.9	24.3	27.6	28.5	17.8	78.1	29.4	81.4
[School Districts below added since last report]										
EAST HARTFORD	2.1	5.3	10.8	16.0	20.6	23.1	21.0	79.4	30.6	82.3
WEST HAVEN	9.2	12.6	15.5	21.5	22.4	23.0	13.8	80.7	32.0	83.6
ANSONIA	12.9	15.6	16.4	18.9	20.0	18.5	5.6	81.1	32.4	84.2
HAMDEN	6.7	9.4	14.5	17.2	17.3	18.3	11.6	81.9	33.6	84.6
STRATFORD	8.2	9.5	13.3	15.6	16.4	17.8	9.6	82.9	34.8	85.1
NORWICH	6.7	8.7	11.2	14.9	14.1	15.6	8.9	83.5	35.7	86.7

MAP 1

CONNECTICUT SCHOOL DISTRICTS WITH FIFTEEN PERCENT OR MORE MINORITY ENROLLMENTS



II. PROMISING BEGINNINGS

Some of the most promising initiatives being undertaken in Connecticut are supported by the state's Interdistrict Cooperative Grant program. Started in 1985, the program originally was intended to address the impact of declining public school enrollments and the accompanying economic benefits of voluntary collaboration among school districts. In 1988, the grant program's emphasis refocused on quality, integrated education.

Interdistrict Cooperative Grant

More than 60 districts, representing a potential pool of tens of thousands of youngsters, are participating in activities supported by the grant program this year. Grants to collaborating districts for 1988-89 ranged from $30,000 to $70,000. Of the total $339,000 awarded, $289,000 went to support interdistrict programs designed to foster integrated learning opportunities.

Two kinds of grants were provided to local school districts: planning grants and implementation grants. While the chief objective of the program is to promote voluntary, interdistrict activities, other benefits are being realized including curricular innovation, enhanced relationships with the private sector, and professional development for teachers. Current activities suggest that Connecticut educators believe that unique, high quality programs can draw students from urban and suburban areas. Some examples:

- In the capitol region, 25 districts used a grant to plan both short- and long-term projects. If awarded an implementation grant for 1989-90, programs will begin this summer in the city of Hartford for more than 100 youngsters from urban and suburban communities. Offerings will include a cultural arts program; a hands-on math and science computer course; and a leadership/government program. In their long-term planning, capitol region districts have agreed--as funding becomes available--to support a variety of new programs, such as a science and mathematics school, a total immersion language school, and teacher exchanges. This project is supported by a $30,000 state planning grant and $8,250 in local district funds.

- Windham and Norwich have developed and are implementing an in-service program for teachers to help them improve school climate and intergroup relations. Teachers from the two districts volunteered to participate in the training, which may become a prototype for other interdistrict training efforts. The project is supported by a $22,000 state implementation grant and $7,100 in local district funds.

- An enrichment program in science and the arts, being held on the campus of Western Connecticut State University on Saturdays this spring, is attracting 250 fifth-grade students from 12 urban and suburban school districts: Bethel, Brookfield, Danbury, Easton, New Fairfield, New Milford, Newtown, Redding, Ridgefield, Sherman and Regional Districts 12 and 15. The program is financed by a $55,568 state implementation grant, $4,700 from participating towns, and $10,000 from Union Carbide, providing an example of what private sector and multi-school district relationships can accomplish.

- In southeastern Connecticut, ten districts have formed action teams to explore options for promoting quality, integrated education. Among the options being studied are magnet programs, an early childhood program, and interdistrict cooperative programs modeled after the Hartford Region Project Concern. The action teams consist of parents, business people and municipal leaders. An Interdistrict Task Force on Racial/Ethnic Equity is directing the project, which is supported this year by a $25,920 planning grant from the state and $6,480 in local district funds. Districts are East Lyme, Groton, Ledyard, Montville, New London, North Stonington, Preston, Salem, Stonington and Waterford.

- Hartford and West Hartford are using a $30,000 planning grant to develop an early childhood program which will attract students to a school site in Hartford. Present plans are to renovate an existing building and to develop a program for children aged two through third grade. This program will be the first undertaken by an urban and suburban district to provide, in an urban setting, early childhood education combined with the beginning elementary grades. The most significant influence of integrated learning opportunities, research indicates, is in the early years.

- Bridgeport, Monroe and Trumbull have implemented a science program that involves 72 students and taps resources in each of the three towns. Classes in oceanography are held at Seaside Park in Bridgeport, with University of Bridgeport staff also involved; a planetarium in Trumbull offers the geology component of the project, and Monroe's mountain trails provide a laboratory for lessons in ecology and conservation. A state grant of $37,492 is supplemented by about $15,125 in local services and administration.

- In Fairfield County, 13 districts are using a planning grant for a wide variety of activities. One grant activity--a survey--showed a new "6 a.m. to 6 p.m. Regional School" as having a high priority. Curriculum initiatives were also viewed as very important; part of the planning grant is being used to develop a curriculum based on "A World of Difference Program" provided by the Anti-Defamation League. These activities are supported by a $30,000 state grant and $7,500 in local funds. Districts include Bridgeport, Darien, Easton, Fairfield, Greenwich, Monroe, New Canaan, Norwalk, Stamford, Trumbull, Weston, Westport and Wilton.

Projects that received grants in 1988-89 are eligible for continued funding in 1989-90. As Susan Wallerstein of Cooperative Educational Services (CES), which is administering the Fairfield County grant, told the General Assembly's Education Committee in January, "Survival of the initiatives is dependent on a continuation of funding momentum."

Each of the Interdistrict Cooperative programs, while limited in scope, represents an incremental step that brings local districts together in pursuit of the goal of quality, integrated education.

"We're seeing a lot of activity," said Richard Mace, science supervisor for the Bridgeport school system. "Teachers from the city and the suburbs are sharing ideas and developing curricula."

Findings that indicate that the program should be expanded include:

- Grant activity in 1988-89 suggests a real willingness to implement new programs. Those that would receive the most support, experience shows, are programs that offer day-care options, student enrichment courses that are not available locally, and expanded opportunities for professional staff development.

- Suburban parents are receptive to enrolling their children in urban programs when a high quality program in a safe environment is assured that is not available elsewhere.

- Parents, community leaders and educators want to feel a sense of ownership for what is developed, and districts want the opportunity to build grass-root support for initiatives relating to quality, integrated education.

- Regional programs are seen as the most viable way to make an immediate impact on isolation. This is the essence of a resolution adopted in March 1989 by the Connecticut Coalition for Public Education, which represents the major parent and educator groups in the state. The resolution identifies regional programs as the most desirable way to promote quality, integrated education.

NEXT STEPS

To preserve the advances already made and to encourage more locally designed and desired programs, the State Department of Education should:

- Urge the General Assembly to increase funding for the interdistrict program in 1989-90 to $800,000. Funding in 1988-89 is $339,000, and the state should increase this amount incrementally by about $500,000 in each of the next five years, reaching a minimal funding level of approximately $3 million by 1994-95. The purpose would be implementation grants ranging from $100,000 to $250,000, while still allowing for planning grants of $30,000. The actual funding level needed would be dependent on the number, nature and quality of requests.

- Develop a new challenge program that would serve as a corporate component of the Interdistrict Cooperative Grant. The challenge component would invite business and/or corporate foundation support to promote quality, integrated interdistrict programs. If the private sector does offer a challenge to the state, the state, in turn, would respond by increasing its level of funding.

- Request the State Board of Education to charge the State Educational Equity Study Committee or ask the Governor to form a Special Blue Ribbon Task Force to explore revisions in state education grant programs that would support and encourage broad expansion of the interdistrict cooperative concept.

- Consider consolidation of Department of Education grants to expand the potential use of grant monies to further the goal of quality, integrated education.

- Provide Department support, whenever appropriate, for conferences that facilitate interaction among students from cities and suburbs and foster student and teacher exchanges.

Project Concern

Project Concern, in operation in Connecticut since 1966, is often cited by researchers as one of the more successful integration efforts in the country.

This intercommunity program for disadvantaged children is designed, according to statute, "to improve or accelerate the education of children for whom educational achievement has been or is being restricted by economic, social or environmental disadvantages."

Towns that receive Project Concern students benefit greatly by providing their students with a multiracial and multicultural environment. The need for a program like Project Concern was first recognized in a 1964 Harvard Report which stated that Hartford could no longer solve its educational problems alone but must look toward "metropolitan cooperation" if children were to receive quality education. In 1966, Hartford and five suburban districts launched an experimental program. It grew slowly over the years and, by 1979, 13 communities and six nonpublic schools in several communities were involved. During the peak period, 1500 students were participating. The 1980's have been a leveling-off period. In the 1988-89 school year, there are 747 students attending suburban schools, grades one through 12, in 12 communities. West Hartford, with 253 Project Concern students, has the largest involvement.

When a student volunteers to participate in Project Concern, extra money--$1,252 per pupil--is provided for tuition, transportation and administrative costs. This additional cost is paid by three funding sources: Federal Chapter 1 funds, State Compensatory Education funds (a nine percent set-aside from the State Educational Evaluation and Remedial Asistance (EERA) program) and local monies. The funding arrangement works as follows: Out of their state funds, sending and receiving districts provide for $300 tuition costs and one-half the transportation costs for each pupil, according to written agreements. Additionally, to support local district participation, both the sending and receiving districts share equally in the state average daily membership monies for each pupil in Project Concern.

In other parts of Connecticut also, Project Concern programs have been undertaken but they have proven less popular and less successful than the Hartford area program. At present Bridgeport's program involves 30 students who attend classes in Westport and Wilton. New Haven's program, which involved Hamden and Woodbridge, was eliminated several years ago with 81 students being reassigned to their traditional city schools.

Different approaches to student selection have been tried over the years, including volunteer applications and random selection. For the past several years the procedure for the Hartford program has been to establish a pool of eligible students, then to select randomly from the pool the students to be invited to participate. The goal is to insure that students with diverse academic backgrounds are selected.

Students who participate, according to evaluations of performance for 1976 through 1980, realize a number of benefits. Project Concern students, both in urban and suburban schools, exhibited statistically significant achievement growth from year to year. They display a positive attitude toward their school experience, their classroom peers, and perhaps more importantly, Project Concern graduates reflected significantly "higher levels of aspiration and

more consistent career planning and progress than nonparticipants..." according to researchers Robert Crain, Robert Gable, Edward Iwanicki and Donald Thompson.

Certainly, the inroads the program has made should be preserved. To insure that this happens and to promote expansion of the program, the state should work with local school districts to find ways to strengthen the program. A stronger program could serve as an impetus for the rejuvenation of efforts in Bridgeport and New Haven. The program also holds promise for other cities and their surrounding suburbs. Danbury, New Britain, New London, Stamford, Waterbury and Windham could develop models predicated on the Project Concern prototype. Communities in which school districts have or are approaching a 50-50 racial balance, have great potential for two-way student enrollment, with suburban students attending classes in an urban district as well as urban students crossing district lines into a suburban community.

NEXT STEPS

Some actions to consider in order to strengthen Project Concern and enhance its appeal to greater numbers of students and communities:

- The State Board should charge the Educational Equity Study Committee or ask the Governor to form a Special Blue Ribbon Task Force to study fiscal, programmatic and administrative issues related to enhancing Project Concern, including:
  ---an examination of the entire funding structure, including tuition and transportation costs for participating districts;
  ---an examination of legislative language that might be modified to encourage nonminority students to attend programs offered in urban areas;
  ---improvement of the recruitment process to ensure that students of all achievement levels are encouraged to participate; and
  ---reaching agreement among participating school districts to educate Project Concern students for all 12 years, not just for the elementary school years.

Summer School

Many Connecticut school districts provide limited summer school programs. The State Summer School Grant helps some of the districts provide services to pupils entering kindergarten through grade eight, who are in need of remedial instruction in the basic skills. This grant can also provide for enrichment activities as part of the summer school program. In addition to providing remedial and enrichment services, local and regional boards of education and regional educational service centers are encouraged to develop proposals that advance quality integrated education.

Summer school grants are offered on a competitive basis. The state may pay up to eighty percent of the total program costs. School districts must provide for no less than twenty percent of the total cost of the program.

At least seventy-five percent of the state funds received by districts must be used to provide remedial assistance in the basic skills and up to twenty-five percent may be used to provide enrichment activities.

In the summer of 1988, urban and suburban students from 64 districts were enrolled in programs at 47 sites throughout Connecticut. Programs ran an average of 21 days. Fifty percent of the students in the 1988 program were Caucasian. Blacks, Hispanics and Asian Americans accounted for the remainder of the students.

The State Summer School Grant program, while addressing the primary goal of providing remedial services, brings together children from different cultural and racial backgrounds. With a diverse mix of students present in the classroom, teachers have many opportunities to enhance multicultural and multiracial understanding. Some examples:

- New London promotes a greater understanding of black history through its reading program. The program includes the reading of books and the writing of essays and reports about famous black Americans.

- Hartford reports that its early childhood component of summer school sets aside time for discussion among students about different races and backgrounds. The discussion emphasizes the value of understanding differences and how such an understanding enriches our lives.

- Hartford also reaches out to the community by sending parents a multi-ethnic newspaper written in both English and Spanish. At the end of summer school, Hartford organizes a multicultural luncheon for staff, parents and students.

Preliminary analyses of the 1988 Summer School Grant Program indicate achievement gains in the basic skills of reading, language arts and mathematics by more than 50 percent of the total summer school population. The program, begun in 1984, has matured; the majority of 1988 grantees had been operating programs for three or four consecutive summers. Enrichment activities have been integrated into the classrooms, increasing the number and variety of experiences and broadening the learning environments for summer school students, thus fostering positive attitudes toward school and learning.

The Summer School Grant Program is funded on an annual basis. In school year 1988-89, $1,009,850 was available to support summer school programs offered by the 20 grantees which competed successfully for a portion of the funds. The 1988-89 grantees were: Bridgeport, Chaplin, Cheshire, East Haven, Hartford, Killingly, Mansfield, Naugatuck, New Haven, New London, North Branford, Putnam, Stamford, Vernon, Waterbury, Windham, and four Regional Education Service Centers: CREC, EASTCONN, LEARN, and RESCUE.

NEXT STEPS

The summer school's primary focus remains on remedial education. The following modification in administration, however, would help to serve the goal of quality, integrated education:

- Give extra weighting, in the process of competitively awarded summer school grants, to programs which promote multiracial-multicultural understanding.
- Give additional weighting to programs that reflect cooperative arrangements between cities and suburbs.
- Increase the summer school grant, now at $1 million, incrementally each year by a minimum of $500,000 to reach a funding level of at least $3.5 million in 1994-95. The actual funding level needed would be dependent on the number, nature and quality of requests.
- Institute a follow-up component for interdistrict cooperative summer programs for teachers and students during the school year in order to reinforce understandings and relationships established in the summer school program. This follow-up component could also involve teacher exchanges.

Curriculum Initiatives

Keeping the curriculum relevant for all grades from kindergarten through high school is an ongoing and demanding task. Not only must the subject matter and ideas be updated continually but the instructional approach must be modified regularly to fit the individual needs and learning styles of a new class of students. Fortunately, the local school districts have a solid curriculum base upon which to build and adapt.

The State Board of Education revises its "Educational Goals for Students" every five years. Local Boards also are required to review and adopt local goal statements every five years that are consistent with statewide goals. The State Board then reviews local goals for conformance with the state purposes. In developing new revised goal statements and the related student objectives, districts increasingly incorporate parts of Connecticut's Common Core of Learning.

Connecticut's Common Core of Learning was adopted by the State Board of Education in 1987 as the Board exercised its leadership role in establishing statewide educational goals. The Board defined Connecticut's Common Core of Learning as its standard for an educated citizen. The Common Core stresses that students should learn to respect differences among people and recognize the pluralistic nature of society. Each student, according to the Common Core, should understand and appreciate his/her own historical and ethnic heritage as well as that of others represented within the larger community.

In the early 1980's the Department of Education published a series of guides to curriculum development in each of the 11 required subjects. The Department currently is revising and updating the guides and plans to distribute to all school districts a revised edition in each subject area during the next two years. The guidelines for curriculum development suggest many opportunities for interdisciplinary approaches that are a part of quality, integrated education.

It should be noted also that state law requires that "each local or regional board of education shall, in selecting textbooks and other general instructional materials, select those which accurately present the achievements and accomplishments of individuals and groups from all ethnic and racial backgrounds and of both sexes."

NEXT STEPS

In order to encourage local districts to develop curricula that are bias-free and rich in diversity, the State Board of Education should consider taking the following proposed actions:

- Charge its Advisory Committee for the 1991-1995 revision of the *Connecticut Comprehensive Plan for Elementary , Secondary, Vocational, Career and Adult Education* to review the Board's Statewide Education Goals for Students, paying attention specifically to how the statement sets expectations for quality, integrated education.

- Update all State Guides to Curriculum Development in all subject areas with an emphasis on multiracial, multicultural understandings.

- Advise local boards of education that their student goals and objectives should include specific expectations and outcomes for multiracial and multicultural learning.

- Instruct the Department of Education to develop and make available interdisciplinary curriculum units that integrate multicultural values, skills and knowledge, with guidance for teachers as to how to introduce issues of diversity into the classroom.

- Convene a statewide conference or series of conferences on quality, integrated education at which teachers and school leaders would discuss outstanding models of multiracial, multicultural curriculum activities.

Professional Development

Connecticut offers abundant and diverse professional development opportunities, at both state and local levels, for teachers and administrators. Some of the current programs incorporate information and practices relating to integrated education, but there is much more that can be done to prepare educators to respond constructively to students with diverse cultural orientations and different learning styles. "We do not have to wait," as Asa Hilliard III, a professor who specializes in urban education, pointed out to the State Board of Education last fall, "until some magical mystery solution is invented. We have many examples of good teaching in action. We just have to spread the word to more teachers."

Each summer since its beginning in 1984, the Department of Education's Institute for Teaching and Learning (ITL) has offered hundreds of week-long seminars, including sessions on such topics as teacher expectations for students, innovative instructional strategies, the needs of at-risk youngsters, bias in classrooms, and the effect of race and class differences among students. In 1988-89, more than 5,000 teachers were expected to participate after choosing from ITL's offerings, some of which include identifying and counteracting bias in classrooms and curricula, cultural conflicts involving Hispanic youths, promoting awareness of native American culture and methods for teaching a diverse group of students and heightening understanding among them. In addition, ITL also holds conferences during the year in which educators take part. Approximately 1,000 administrators are participating in ITL's Principals' Academy which focuses on leadership skills.

One of ITL's most ambitious programs is "The Commissioner's Exchange Program: Connecticut and Puerto Rico." Connecticut teachers visit Puerto Rican schools and teachers from Puerto Rico travel to Connecticut. In both places, educators participate in a training program on teaching diverse students and achieving multicultural understanding.

At the local level, Connecticut school districts are implementing comprehensive professional development plans. For 1988-89 the state provided $2.5 million in state funds to support local activities. Local districts statewide are spending approximately four times that amount on professional development this year.

To promote quality, integrated education, professional development activities need to be attentive to new instructional strategies and new combinations and uses of familiar techniques. When teachers make competent use of instructional strategies designed with student differences in mind, such as cooperative team learning and peer tutoring, both high- and low-ability students typically benefit from heterogeneous settings.

Connecticut's professional development programs must deepen educators' awareness of attitudes, behaviors, situations and expressions that translate into bias and stereotypes in the classroom. Teachers need help in developing ways to reverse the bias and stereotypes and foster multi-ethnic and multicultural understanding. They need to strengthen their abilities to scrutinize curricular materials for unfairness and to develop a sensitivity to others. In integrated schools, teachers need the ability to respond to the individual needs within a group of children with a wide array of experience, vastly different backgrounds and varying achievement levels.

Education research indicates, however, that integration efforts do not succeed if students of different backgrounds are brought together only to be resegregated according to ability and assigned to different learning "tracks." According to some researchers, there are curricular and instructional inequalities that accompany tracking. These may actually foster mediocre classroom experiences for most students and erect special barriers to the educational success of poor, black and Hispanic students.

NEXT STEPS

Opportunities for teachers to learn new techniques, processes and procedures for meeting the needs of individual students should be broadened within the framework of present programs or through the establishment of new programs. Some examples:

- Expand the offerings of the Institute for Teaching and Learning to include training in human relations, individualized student instruction, and the review of curriculum materials for bias.

- Initiate an ITL summer program that would combine the provision of professional development for teachers and remediation and enrichment for students. Teachers would gain effective teaching strategies, and youngsters would maintain the academic gains of the preceding school year. The pilot program, for students from one core city and at least two suburban communities, could be scheduled in 1990.

- Ask teachers and citizens, perhaps members of the new Permanent Advisory Council on the Teaching Profession, to study and recommend ways that professional development activities can be promoted across school district lines. These activities should involve both urban and suburban educators, who must earn continuing education units beginning July 1, 1989, to maintain their new professional educator certificates.

- Revise and reissue *Guidelines for Intergroup Relations for Teachers*, adopted in 1982 by the State Board of Education.

Vocational-Technical Schools

For Connecticut's regional vocational-technical high schools, voluntary interdistrict collaboration is a 75-year tradition. The V-T schools were the state's first public "schools of choice" and, although wholly funded and operated by the state, they exemplify two of the key characteristics of what we today call magnet schools: they have a specific program emphasis unlike other public high schools, and they draw students from a number of different school districts. Their curriculum, offered at 22 locations and covering 44 occupational fields, is designed to attract students with a special interest in acquiring vocational-technical skills.

At present, due in part to the decline in the total number of high-school-age youth, the vocational-technical schools are able to accept nearly all the students who choose to apply. In 1988-89 the student body represents eight percent of all public high school students in Connecticut. During 1988-89 minority students represented almost 23 percent of the 10,484 enrolled in full-time day programs. This overall proportion of minority students is not consistent throughout the system. However, some individual schools are racially mixed; some examples are Hamden's Eli Whitney Vocational Technical School with a 45% minority population and Stamford's J. M. Wright Vocational Technical School with a 47.5 % minority enrollment.

Ideally, each school's student body would reflect both the racial/ethnic and male/female composition of the communities the school serves. Strategies being pursued to achieve that balance include insuring that each school's admissions advisory committee to reflect the diversity of the community; intensifying recruitment efforts to encourage black and Hispanic youths to apply to schools located in the predominantly white suburbs and, conversely, to enroll more white students in the urban vocational-technical schools; and expanding efforts to inform 7th- and 8th-grade students and their parents about the option of choosing a high school program that provides both academic and occupation-specific training.

By using the schools' facilities in late afternoon and evening, and during the summer, the vocational-technical schools are able to offer other options beside the full-time day program.

The vocational-technical school model illustrates some of the advantages of a multidistrict facility and a program that is focused on the particular interest of certain students. Such an approach can serve as a magnet to attract students from a number of districts and as a vehicle for extending quality learning opportunities to a diverse student population.

NEXT STEPS

Ways can be found, within the mission and role of the Regional Vocational-Technical School System, to expand integrated educational opportunities and to multiply the choices available to all students. Some examples:

- Adopt clear goals for minority student participation in all vocational-technical school programs, as part of the long-range plan due the Connecticut General Assembly in January 1990.

- Extend to additional schools the summer exploratory program for junior high school students and the afternoon (shared-time) programs for occupational training. Summer exploratory programs are currently offered in five schools and shared-time programs are offered in 13. Both programs could be offered at all locations and enrollment levels increased to accommodate demand. A proposal should be prepared, detailing program implementation and costs, for inclusion in the Board of Education's 1990-91 budget request.

- Request the Regional Vocational-Technical School System, in working with the new statewide Vocational Advisory Committee on a review of the vocational-technical school programs, to determine the feasibility of developing integrated high-technical careers training within the vocational-technical school mission and to coordinate these efforts with the five-year review of all occupational training programs currently in progress.

Vocational Programs

In addition to the programs offered by the Regional Vocational-Technical School System, local school districts provide vocational education programs. Through cooperative arrangements between districts, the scope of programs available to individual students could be broadened.

The vocational agriculture program is a good example. There are 19 regional vocational agriculture centers located in 19 secondary schools around the state. They draw students from approximately 150 towns and serve more than 1500 students, about ten percent of whom are minorities. The agriculture program provides instruction in agricultural production, supplies, mechanics, products, ornamental horticulture, agricultural resources, forestry, aquiculture and other agricultural subjects.

Bridgeport is developing a regional, vocational aquiculture program that will serve as a vocational education magnet for area students. The program will combine academic subject experiences with practical applications in marine-related areas, including but not limited to fisheries, boat-related skills, pollution control, coastal oceanography and conservation. Bridgeport's planning activity is supported by a state grant and involves the active planning of the following communities: Bridgeport, Milford, Stratford, Fairfield, Trumbull, Shelton and Monroe.

NEXT STEPS

There is a role for local school districts, the vocational agriculture centers and the state to play in order to enhance quality vocational education opportunities, eliminate unnecessary program duplication, and promote regional programs where appropriate. Some examples:

- Examine school district vocational program offerings and consider the advantages of developing regional programs.
- Extend the outreach of vocational agriculture centers to serve greater numbers of minority youngsters.
- Continue state support of model vocational programs that serve as magnets for students in a number of districts.

III. NEW INITIATIVES NEEDED

The activities discussed in the previous section are underway or well into the planning phase. They should be continued or expanded. In relation to the total challenge, however, more efforts are needed to achieve high quality, integrated education statewide. Some new initiatives will be required, initiatives that offer far-reaching and long-term solutions to the problem of increasing racial and economic isolation in the public schools.

Options that offer potential for Connecticut include the development of more magnet schools, interdistrict collaboration in building new schools and renovating existing buildings for joint use, and a campaign to recruit more minority teachers and paraprofessionals.

Magnet Schools or 'Schools of Choice'

During the past year Department of Education staff members made an investigation of magnet schools. Visits to sites in Buffalo, NY; Milwaukee, WI; St. Louis, MI; Minneapolis, MN; St. Paul, MN; and Montclair, NJ; as well as Bridgeport and New Haven, CT; provided an opportunity to examine some of the more successful efforts.

A magnet school is generally defined as a school or education center that offers a special curriculum capable of attracting substantial numbers of students of different racial, social, and economic backgrounds and of varying levels of achievement. The curriculum often emphasizes a particular subject area, such as science or the arts. By attracting students with common educational interests but diverse backgrounds, the magnet school aims to achieve a racially heterogeneous student enrollment and thus provides a unique educational experience.

By its high-quality programs and its focus on a particular subject area, a magnet school attracts students of different races and diverse cultural backgrounds while providing them with learning situations in which they must cooperate across cultural boundaries to achieve common goals. Cooperative learning practices foster the mutual understanding that is critical for all individuals, minority and nonminority, rich and poor, to function effectively as adults.

The voluntary magnet school concept encompasses a broad category of schools including alternative schools and schools of choice. Some people find the term magnet problemmatic, implying that staff and students will be drawn away from their regular district school, leaving it with a weakened climate for learning. A more accurate perception might be that, regardless of other factors, schools that focus on a theme will attract those students whose interest in a particular subject is already well developed.

There are a number of magnet schools and magnet programs within a school district operating successfully in the United States. A magnet school or program may operate strictly within the boundaries of a school district--intradistrict approach--or a magnet school may be structured so as to draw students from more than one district--the interdistrict approach.

Some of the more promising examples of magnet or focused schools include but are not limited to the following approaches.

- **Science and Technology.** The focus in this kind of school is on strong scientific and technological development. Equipment and instructional methodology reflect this emphasis. Research and special projects are important vehicles in acquiring the skills required for the specialty.

- **Visual and Performing Arts.** The focus of the curriculum is to provide balance in arts and academics. Children with talent or interest are allowed to enroll.

- **Gifted and Talented (Pre K-2).** This kind of school operates on the premise that all children have special gifts and talents and that it is the responsibility of the school to identify and nurture each child's abilities.

- **Fundamental Magnet (K-5).** The focus is on the delivery system rather than subject area specialties. Children are assigned to self-contained classrooms which are usually teacher-centered and directed. Extra emphasis is given to the development of self-esteem and positive attitudes in children.

- **Multilingual and Multicultural.** These magnet schools offer all instruction in English and at least one other language. Children who are native speakers of that language as well as native English speakers are enrolled. Studies emphasize the multicultural aspects of the countries where different languages are spoken. These schools are particularly popular at elementary and middle school levels. At the high school level it is more difficult to find multilingual teachers in all of the required subjects.

- **Military Magnet Schools.** In St. Louis there is a Junior Naval Reserve Officer Training Corps school which receives funding support from the U.S. Navy. Traditional values and disciplines are emphasized. Students learn to accept responsibility and leadership qualities are developed. While information on military careers is offered, no attempt is made to recruit large numbers of students into the Navy or other branches of the armed services.

- **Schools associated with universities, museums, theaters and zoos.** These schools are attractive because they are able to utilize the resources of the institutions to which they are linked. For instance, Buffalo has a magnet high school which is located on the grounds of the city zoo. Similar schools could be linked to museums or located on the campuses of colleges and universities to capitalize on the resources and teaching faculty of those institutions.

- **Early childhood magnet schools.** Schools in Buffalo, New York and St. Louis, Missouri, confirm the viability of schools featuring early childhood education in attracting large numbers of children from suburban families to inner-city programs. They also substantiate the premise that quality early childhood programs reduce the risk of failure later on in school.

Magnets in Connecticut

Except for the State Vocational-Technical School System Connecticut's magnet school experience has been mostly on an intradistrict scale. In the past two decades, 17 magnets have been established in the state. They offer such options as science lab and computer courses on the elementary level, special arts programs and courses in the classics on the middle and high school levels, and a student-centered program developed at Bank Street College in New York City.

Some examples of intradistrict magnets in the state are:

- Hartford's Classical Magnet Program in which students at Quirk Middle School and Hartford Public High School study philosophy, astronomy, mathematics and Latin taught in the classical mode.

- New Haven's Betsy Ross Arts Magnet (Grades 3-8) where students study visual arts, dance music, creative writing and photography in addition to academic instruction.

- Bridgeport's Multicultural Magnet School where youngsters begin kindergarten studying in their native language. During the first year, each child is introduced to a second language. For Spanish or Portuguese students, the second language is English. English-speaking students may learn Spanish or Portuguese.

Two examples of interdistrict magnets in the state are:

- New Haven's Educational Center for the Arts has been in existence for 16 years attracting suburban students into the city. At present there are 166 students, 121 are nonminority and the remainder represent minority groups.

- CREC administers a Performing Arts Magnet School in Hartford that has attracted children from suburban schools. The program has been in existence for five years. There are 117 students, 76 are nonminority and the remainder are minority.

Costs, particularly initial costs to establish a magnet school, must be a prime consideration. There must be strong support from district and state levels, not only in terms of funding, but in providing human resources and technical assistance. The principal or administrator must provide vision, direction and excellent management if the program is to succeed. Faculty should be selected for their interest, commitment and competence. The selection of students also should be based on interest, not solely on other measures.

NEXT STEPS

Magnet schools generally have relied more on curricular than instructional innovation. This may change, however, as schools seek new strategies to help disadvantaged youngsters. Some steps Connecticut could take:

- Develop a specific incentive plan to fund magnet schools. This can be done through the Interdistrict Cooperative Grant program and School Construction Grant program.

- Request the State Board of Education to charge the Educational Equity Study Committee or ask the Governor to form a Special Blue Ribbon Task Force to develop ways to promote magnet schools in Connecticut.

- Require applications for funding to describe the key elements in the proposed school or program, including the program focus, student enrollment goals, techniques for involving parents, how the program will be evaluated, the cost of curriculum materials, the transportation plan, proposed professional development, staff preparation and recruitment, and the necessary renovation/ construction costs and a specific timetable for implementation.

New Directions for School Construction and Renovation

There is a significant amount of school construction and renovation underway in Connecticut at present. Most of the projects are undertaken by local districts for the benefit of the children living in that district, with little awareness or regard for the needs of neighboring communities. For information on school construction in urban districts, and their surrounding districts (see map 2, next page). In the last five years, 45 school building projects have been approved by the legislature with an additional 24 pending legislative approval this year for the construction of new schools, regional vocational agriculture centers, expansion and/or alterations of existing school buildings and erection of relocatable classroom facilities.

The bottoming out of the overall decline in public school enrollments in Connecticut and the projection of increasing enrollments for the next 14 years are indicators of the need to build more schools. Elementary enrollment has increased for the past six years and is expected to continue to rise for nine more years. Junior high and middle school enrollments, at their lowest point this year, are projected to grow for the next 14 years. High school enrollments, which are still declining, are expected to reach their lowest number in 1991 and from then on, to increase through the year 2005.

Connecticut already has 17 regional school districts in operation, each serving a number of towns and demonstrating a system for collaboration that may be applicable to other interdistrict facilities and programs.

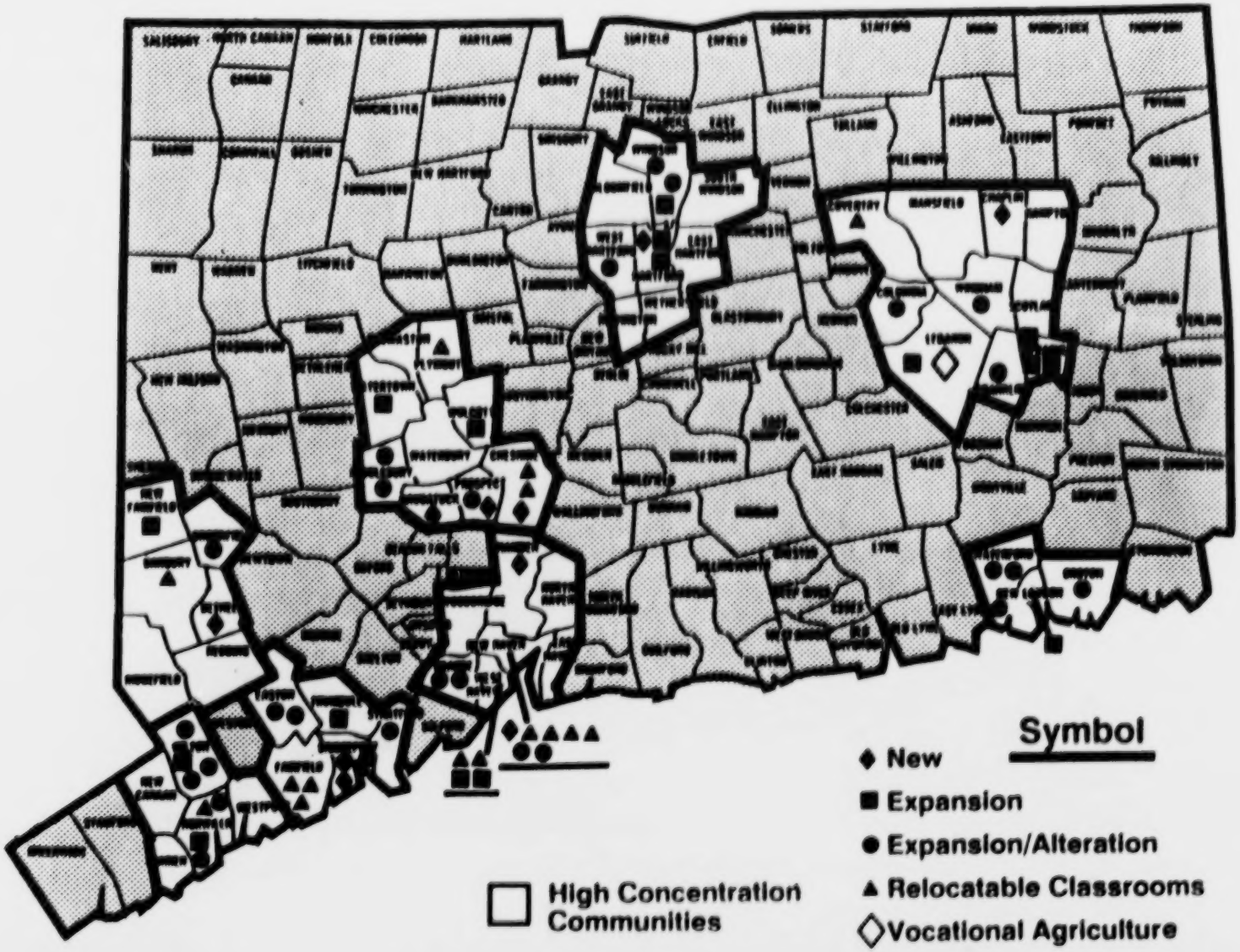
Wherever additional space is needed and a new building or an addition or renovation is contemplated, the opportunity exists for interdistrict cooperation. The good news in this approach is that interdistrict and magnet programs and schools are not only programmatically sound but they can also be cost effective to build. The state currently operates a school construction grant program which subsidizes towns for the cost of building and renovating public schools. Changes in this grant program can be developed to encourage interdistrict cooperation in the construction of new public school buildings that provide quality, integrated education while producing significant cost savings to the towns and the state.

There are three areas of potential cost savings in building cooperative facilities: site acquisition costs, construction costs, and operation and maintenance costs, projected for the life cycle of the facility (50-75 years). As an illustration of cost savings, suppose that two adjoining towns both need a new or replacement elementary school. Both towns have a goal of quality, integrated education.

First, let's consider site requirements. The state recommends that each elementary school site should be at least ten acres plus one additional acre for each 100 students. Therefore, a school with 250 students will need a 12.5 acre site while a school with 500 students will need a 15 acre site. In this case, doubling the number of students increases the site requirements by only about 20 percent. In terms of dollars, the potential cost savings on land alone for building one larger school rather than two small ones could be as much as 40 percent.

MAP 2

Analysis of School Construction Grants to Communities With High Concentration of Minority Students and Their Contiguous Towns, 1985-1989



Once the site is purchased, there is also a potential for savings in construction costs. The standards, specified in state statute, for per pupil space are based on economies of scale inherent in building one large facility instead of numerous small ones. As the number of students increases, the per pupil space decreases. For each grade level, the state standard sets the maximum space per pupil that is eligible for state school construction aid. For example, the allowable square footage per pupil for 8th graders decreases from 180 square feet per pupil in a school with less than 350 students to 164 square feet per pupil in a school with over 1500 students. These are fiscal, not programmatic, standards, however, and towns can and do build facilities with less or more space per pupil, assuming local responsibility for the cost differential.

The state's fiscal standards, however, indicate what the potential is for cost savings in construction. Such economies of scale are due to the fact that common space for use of all students, e.g., cafeteria, library, auditorium, and gymnasium, need not be increased in the same ratio as the increase in numbers of students. Instead of building and equipping two cafeterias, for example, one slightly larger cafeteria can be designed to serve all the children in a single facility. Spaces for administrative offices and guidance and counselling services need not be totally duplicated.

For the elementary school in the cost-saving example, building one facility for 500 students instead of two schools for 250 students each, would result in an estimated saving of 12 percent in construction costs. And over the building's lifetime, the costs for administering and maintaining the larger building will be considerably less than these costs for two smaller buildings. Staffing and support services may conceivably be consolidated for additional savings in the operating budget.

In a simulation of the combined costs of the site and construction for the same elementary schools--one for 500 students vs. two for 250 students--the combined-savings for the larger school is approximately 22.4 percent.

These examples are not tied to any particular educational program, and specific programs can influence architectural design and costs. The examples, however, do demonstrate the need for further study and analysis of all aspects of school construction and its implications for both cost savings and quality, integrated education. What will the composition of Connecticut's schools be like in the future if we simply continue to do what we are doing now?

If it is business as usual and we continue only to build schools serving individual school districts, we are charting a course that will serve to exacerbate the mounting problem of isolation. In effect, state and local dollars will be used to promote racial and economic isolation.

What are some of the innovative options that the state needs to explore for influencing the location, cost and makeup of the student population of future school buildings? Some suggested options for consideration include:

- providing preferential school construction aid for building new or replacement schools or the renovation of existing schools that will be used primarily for interdistrict integrated education;

- building a public school on a state university or college property utilizing the faculty and resources of the college;

- building a public school on state land that has been identified as state surplus to serve as a regional magnet school;

- revising the eligibility requirements for state grants to include providing state construction aid for child care centers built by school districts as part of an integrated school program;

- providing a bonus in the form of additional state aid to school districts which construct or renovate buildings as "commuter schools," open to students whose parents work in the school district but who may live in another community;

- allowing school districts to lease space from businesses for satellite programs and providing some financial incentives to do this.

NEXT STEPS

The options noted above, along with other suggestions for state leadership, need to be examined in depth and the most promising approaches developed into legislative proposals that include specific funding and program requirements. Next steps to take:

- Request the State Board of Education to charge the Educational Equity Study Committee or ask the Governor to form a Special Blue Ribbon Task Force to review alternatives in the school construction grant program to provide incentives for collaborative building projects between city and suburban districts.

- Undertake a comprehensive study of enrollment patterns as related to the economic and racial backgrounds of the students to be housed in the anticipated school facilities, addressing the following questions, among others:
  ---Will the present and future projected school construction foster greater, the same, or less isolation among districts?
  ---What alternative models of collaborative building would foster greater integration?
  ---What are the fiscal implications and potential cost savings of collaborative building? Are there any tradeoffs and, if so, what are they?

- Refer the comprehensive study findings to the Educational Equity Study Committee or a Special Blue Ribbon Task Force to review the options and determine which are both cost effective and hold promise of advancing quality and integrated education.

- Develop, from the Committee or the Task Force recommendations, specific legislative proposals for those options approved by the State Board of Education.

Recruitment of Minority Teachers

At present, only six percent of the 37,000 full-time professional staff in Connecticut's public schools is minority whereas approximately 25 percent of the student population is minority. This statistic hurts our public schools in many ways. Minority youngsters do not have the role models they need in their classrooms but white students miss out, too; if young people are to learn the value and importance of diversity in our society, the lesson must start early. Low minority representation on the staff also deprives the profession itself of the enrichment that comes from a diverse mix.

The Carnegie report, *A Nation Prepared,* warns that "schools should be staffed by teachers who reflect the diversity of the nation's racial and cultural heritage. We cannot tolerate a future in which both white and minority children are confronted with almost exclusively white authority figures in the schools."

The dean of the Harvard Graduate School of Education, Patricia Albjerg Graham, also advises, "It is important for black children to have at least some black teachers to provide valuable role models of successful black people who are contributing members of society. Black teachers are also vital role models for nonblack students who need to learn the same lesson...."

Many of the national education reform reports of the last few years, including the Carnegie report, project a teacher shortage in the 1990's and into the twenty-first century. Experts are unsure of the extent of this shortage, but all agree on one point, articulated by George H. Russell in an article in the October 1988 Journal of the American Association of School Personnel Administrators: "...There appears to be national consensus that there will be a significant decline in the percent of minority teachers by the year 2000 unless there is a dramatic turnaround in [the size of] the pool of available recruits. In fact, it has been predicted that by the year 1990, minority teachers will make up less than five percent of the national teaching force..."

Even more disturbing, "The Metropolitan Life Survey of the American Teacher 1988: Strengthening the Relationship Between Teachers and Students" found that approximately 41 percent of minority teachers polled said they plan to leave the profession in the next five years.

A concerted effort must be made to recruit minorities into teaching to provide students with a racially and ethnically diverse faculty. As one way to enlarge the pool of teacher candidates, we propose a career ladder for paraprofessionals currently working in the classrooms. Paraprofessionals have demonstrated their commitment to education and usually live in the town of the school in which they work. There is a high probability that, as teachers, they would remain in the area. Initiating a special teacher training program in the urban districts where a majority of the paraprofessionals are minorities has potential worthy of special attention. For example, Hartford has approximately 400 paraprofessionals, 80% of whom are minority.

This program would pair two paraprofessionals, each of whom would work in a school one half-year and take courses in a teacher preparation program for the other half-year. They would remain on full salary while taking courses, so there would be no financial burden on the paraprofessional.

Each district would be linked to a higher education institution, selected on the basis of cost effectiveness, the services that the institution could provide to the district and the individual student participants, and the institution's geographic proximity to the district. The selection of participants would be made by the local districts following guidelines to be established by the State Department of Education.

In order to make the program worthwhile for all involved, at least 20 paraprofessionals from each of the state's three largest cities--a total of 60 individuals--would have to participate. The estimated cost per paraprofessional in the program is about $10,000 annually. To initiate the first year of the program, therefore, would require at least $600,000. Because both the public and the private sectors have a stake in today's youth, a joint venture to finance the program seems most appropriate. A challenge grant of $300,000 from corporations or foundations matched by $300,000 in state funds would be enough to initiate the program. Within four to six years the first graduating class would be ready to join Connecticut's teaching force, and new groups of paraprofessionals would be enrolling in the program, thus providing a continual flow of teachers.

NEXT STEPS

Proposed actions to stimulate recruitment of minority teachers include:

- Establish a teacher training program for paraprofessionals and pursue funding from the state's businesses and industries and from foundations to support paraprofessionals who participate in the teacher preparation program.
- Prepare a budget request for the fiscal year 1990-91 in the amount of at least $300,000 to enable the state to be prepared to meet a challenge from the private sector. In making the challenge, it is hoped that an individual corporation would sponsor one or more paraprofessionals as its "(Corporate Name) Teaching Fellow."
- Apprise minorities currently working in professions outside education of the Alternate Route to Certification, a new program that gives individuals the opportunity to change careers and enter the public teaching profession.
- Establish a statewide advisory committee to develop innovative strategies for attracting minorities into the teaching profession.
- Create a comprehensive outreach program for Connecticut minority students in middle and high schools to nurture their interest in teaching as a profession.

IV. KEEPING THE MOMENTUM ALIVE

This document -- **Quality and Integrated Education: Options for Connecticut** -- is a report; it is not a plan. The report summarizes research on the academic and affective benefits of quality, integrated education, and it details State Department of Education activities since the release of the initial report in 1988. The document also describes the persistent racial and socioeconomic isolation of some public school youngsters and the schools they attend.

The actions recommended in this report are voluntary and incremental. Any steps taken can vary in size and pace in different locales. Ultimately, local communities will have to decide what steps toward quality, integrated education they may take and when.

The changes envisioned will take place on many fronts--in attitudes, in classroom and school environments, in instructional approaches, in the racial and economic composition of student bodies, in the ways districts relate to each other, even in where new schools are located and how they are staffed and administered. Throughout the process of change and redirection, the state should be prepared to offer both technical and fiscal support to local districts. Connecticut's businesses and industries, which stand to gain so much from a well-educated and diversified work force, should be active participants.

This is not an impossible dream. Since last year's report calling attention to the problem of racially and economically isolated schools, the climate has changed. Public discussions have become more objective. Educators and legislators are talking to each other and to parents and students about what is possible. Some towns have launched interdistrict activities; this report cites some examples, and there are others. There will be trial and error, accomplishment and setback, but the goodwill of citizens should move the schools toward greater equity and equality. No town is an island; even those that are not contiguous to a city where the majority of the students are from poor minority populations should have a responsibility and a concern for the future.

To mold that future in positive ways, this report advocates continuing and accelerating the dialogue that is already going on, implementing new methods and new strategies for delivering quality and integrated education to all students and sharing freely the results of these activities.

Connecticut's next steps may make its pursuit of quality and integrated education a model for the nation's schools.

Summary of Next Steps

Quality and Integrated Education: Options for Connecticut presents voluntary courses of action for citizens to consider in order to promote quality, integrated education. A number of the next steps being recommended should be referred to the State Educational Equity Study Committee or to a Special Blue Ribbon Task Force. The report asks the State Board of Education to request that one or both of these broad-based citizen committees review state programs to promote the interdistrict cooperative concept, examine enhancements in Project Concern, and consider modifications in the State School Construction Grant. **Quality and Integrated Education: Options for Connecticut** requests incremental increases in the Interdistrict Cooperative Grant and the Summer School Grant; the amount of these increases would be dependent on the number, nature and quality of local school district requests for state support.

The private sector is called upon to help meet the challenge of providing more opportunities for quality, integrated education to greater numbers of Connecticut schoolchildren. The document specifically invites businesses and corporate foundations to support interdistrict cooperative programs. It also calls on the business community to help initiate a new program for urban paraprofessionals that would serve to increase the number of minority teachers in Connecticut classrooms. The following is a summary of the next steps that are recommended.

1. Next Steps - - Promote the Interdistrict Cooperative Concept

To preserve the advances already made and to encourage more locally designed and desired programs, the State Department of Education should:

- Urge the General Assembly to increase funding for the interdistrict program in 1989-90 to $800,000. Funding in 1988-89 is $339,000, and the state should increase this amount incrementally by about $500,000 in each of the next five years, reaching a minimal funding level of approximately $3 million by 1994-95. The purpose would be implementation grants ranging from $100,000 to $250,000, while still allowing for planning grants of $30,000. The actual funding level needed would be dependent on the number, nature and quality of requests.
- Develop a new challenge program that would serve as a corporate component of the Interdistrict Cooperative Grant. The challenge component would invite business and/or corporate foundation support to promote quality, integrated interdistrict programs. If the private sector does offer a challenge to the state, the state, in turn, would respond by increasing its level of funding.
- Request the State Board of Education to charge the State Educational Equity Study Committee or ask the Governor to form a Special Blue Ribbon Task Force to explore revisions in state education grant programs that would support and encourage broad expansion of the interdistrict cooperative concept.
- Consider consolidation of Department of Education grants to expand the potential use of grant monies to further the goal of quality, integrated education.
- Provide Department support, whenever appropriate, for conferences that facilitate interaction among students from cities and suburbs and foster student and teacher exchanges.

2. Next Steps - - Enhance Project Concern

Some actions to consider in order to strengthen Project Concern and enhance its appeal to greater numbers of students and communities:

- The State Board should charge the Educational Equity Study Committee or ask the Governor to form a Special Blue Ribbon Task Force to study fiscal, programmatic and administrative issues related to enhancing Project Concern, including:
  - ---an examination of the entire funding structure, including tuition and transportation costs for participating districts;
  - ---an examination of legislative language that might be modified to encourage nonminority students to attend programs offered in urban areas;
  - ---improvement of the recruitment process to ensure that students of all achievement levels are encouraged to participate; and
  - ---reaching agreement among participating school districts to educate Project Concern students for all 12 years, not just for the elementary school years.

3. Next Steps - - Refine Summer School Grant Program

The summer school's primary focus remains on remedial education. The following modification in administration, however, would help to serve the goal of quality, integrated education:

- Give extra weighting, in the process of competitively awarded summer school grants, to programs which promote multiracial-multicultural understanding.
- Give additional weighting to programs that reflect cooperative arrangements between cities and suburbs.
- Increase the summer school grant, now at $1 million, incrementally each year by a minimum of $500,000 to reach a funding level of at least $3.5 million in 1994-95. The actual funding level needed would be dependent on the number, nature and quality of requests.
- Institute a follow-up component for interdistrict cooperative summer programs for teachers and students during the school year in order to reinforce understandings and relationships established in the summer school program. This follow-up component could also involve teacher exchanges.

4. Next Steps - - Promote Bias Free Curricula

In order to encourage local districts to develop curricula that are bias-free and rich in diversity, the State Board of Education should consider taking the following proposed actions:

- Charge its Advisory Committee for the 1991-1995 revision of the *Connecticut Comprehensive Plan for Elementary , Secondary, Vocational, Career and Adult Education* to review the Board's Statewide Education Goals for Students, paying attention specifically to how the statement sets expectations for quality, integrated education.
- Update all State Guides to Curriculum Development in all subject areas with an emphasis on multiracial, multicultural understandings.
- Advise local boards of education that their student goals and objectives should include specific expectations and outcomes for multiracial and multicultural learning.
- Instruct the Department of Education to develop and make available interdisciplinary curriculum units that integrate multicultural values, skills and knowledge, with guidance for teachers as to how to introduce issues of diversity into the classroom.
- Convene a statewide conference or series of conferences on quality, integrated education at which teachers and school leaders would discuss outstanding models of multiracial, multicultural curriculum activities.

5. Next Steps - - Provide Professional Development

Opportunities for teachers to learn new techniques, processes and procedures for meeting the needs of individual students should be broadened within the framework of present programs or through the establishment of new programs. Some examples:

- Expand the offerings of the Institute for Teaching and Learning to include training in human relations, individualized student instruction, and the review of curriculum materials for bias.
- Initiate an ITL summer program that would combine the provision of professional development for teachers and remediation and enrichment for students. Teachers would gain effective teaching strategies, and youngsters would maintain the academic gains of the preceding school year. The pilot program, for students from one core city and at least two suburban communities, could be scheduled in 1990.
- Ask teachers and citizens, perhaps members of the new Permanent Advisory Council on the Teaching Profession, to study and recommend ways that professional development activities can be promoted across school district lines. These activities should involve both urban and suburban educators, who must earn continuing education units beginning July 1, 1989, to maintain their new professional educator certificates.
- Revise and reissue *Guidelines for Intergroup Relations for Teachers*, adopted in 1982 by the State Board of Education.

6. Next Steps - - Enrich Opportunities within the Vocational-Technical Schools

Ways can be found, within the mission and role of the Regional Vocational-Technical School System, to expand integrated educational opportunities and to multiply the choices available to all students. Some examples:

- Adopt clear goals for minority student participation in all vocational-technical school programs, as part of the long-range plan due the Connecticut General Assembly in January 1990.
- Extend to additional schools the summer exploratory program for junior high school students and the afternoon (shared-time) programs for occupational training. Summer exploratory programs are currently offered in five schools and shared-time programs are offered in 13. Both programs could be offered at all locations and enrollment levels increased to accommodate demand. A proposal should be prepared, detailing program implementation and costs, for inclusion in the Board of Education's 1990-91 budget request.
- Request the Regional Vocational-Technical School System, in working with the new statewide Vocational Advisory Committee on a review of the vocational-technical school programs, to determine the feasibility of developing integrated high-technical careers training within the vocational-technical school mission and to coordinate these efforts with the five-year review of all occupational training programs currently in progress.

7. Next Steps - - Enhance Local District Vocational Programs

There is a role for local school districts, the vocational agriculture centers and the state to play in order to enhance quality vocational education opportunities, eliminate unnecessary program duplication and promote regional programs where appropriate. Some Examples:

- Examine school district vocational program offerings and consider the advantages of developing regional programs.
- Extend the outreach of vocational agriculture centers to serve greater numbers of minority youngsters.
- Continue state support of model vocational programs that serve as magnets for students in a number of districts.

8. Next Steps - - Develop Magnet Schools

Magnet schools generally have relied more on curricular than instructional innovation. This may change, however, as schools seek new strategies to help disadvantaged youngsters. Some steps Connecticut could take:

- Develop a specific incentive plan to fund magnet schools. This could be done through the Interdistrict Cooperative Grant program and School Construction Grant program.
- Request the State Board of Education to charge the Educational Equity Study Committee or ask the Governor to form a Special Blue Ribbon Task Force to develop ways to promote magnet schools in Connecticut.
- Require applications for funding to describe the key elements in the proposed school or program, including the program focus, student enrollment goals, techniques for involving parents, how the program will be evaluated, the cost of curriculum materials, the transportation plan, proposed professional development, staff preparation and recruitment, and the necessary renovation/construction costs and a specific timetable for implementation.

9. Next Steps - - Advance School Construction Options

The options noted above, along with other suggestions for state leadership need to be examined in depth and the most promising approaches developed into legislative proposals that include specific funding and program requirements. Next steps to take:

- Request the State Board of Education to charge the Educational EquityStudy Committee or ask the Governor to form a Special Blue Ribbon Task Force to review alternatives in the school construction grant program to provide incentives for collaborative building projects between city and suburban districts.
- Undertake a comprehensive study of enrollment patterns as related to the economic and racial backgrounds of the students to be housed in the anticipated school facilities, addressing the following questions, among others:
  --Will the present and future projected school construction foster greater, the same, or less isolation among districts?
  --What alternative models of collaborative building would foster greater integration?
  -- What are the fiscal implications and potential cost savings of collaborative building? Are there any tradeoffs and, if so, what are they?
- Refer the comprehensive study findings to the Educational Equity Study Committee or a Special Blue Ribbon Task Force to review the options and determine which are both cost effective and hold promise of advancing quality and integrated education.
- Develop, from the Committee or the Task Force recommendations, specific legislative proposals for those options approved by the State Board of Education.

10. Next Steps - - Recruit Minority Teachers

Proposed actions to stimulate recruitment of minority teachers include:

- Establish a teacher training program for paraprofessionals and pursue funding from the state's businesses and industries and from foundations to support paraprofessionals who participate in the teacher preparation program.
- Prepare a budget request for the fiscal year 1990-91 in the amount of at least $300,000 to enable the state to be prepared to meet a challenge from the private sector. In making the challenge, it is hoped that an individual corporation would sponsor one or more paraprofessionals as its "(Corporate Name) Teaching Fellow."
- Apprise minorities currently working in professions outside education of the Alternate Route to Certification, a new program that gives individuals the opportunity to change careers and enter the public teaching profession.
- Establish a statewide advisory committee to develop innovative strategies for attracting minorities into the teaching profession.
- Create a comprehensive outreach program for Connecticut minority students in middle and high schools to nurture their interest in teaching as a profession.

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APPENDIX

Recommendation of Superintendents' Work Group
Regarding Project Concern

The Superintendents' Committee on Racial Ethnic Equity and Desegregation in Connecticut's Public Schools recommends that the legislative language in C.G.S. P.L. Sec. 10-266j (c)(1), "Intercommunity Contracts Concerning Education of Disadvantaged Children", be changed so that full transportation costs be paid and that a full A.D.M. be received by both the sending and receiving districts. Furthermore, we recommend that a separate appropriation be generated from state monies to support projects under this legislation.

In addition, monies should be provided for aides (to ride on buses), parental involvement and teacher training. Monies for these purposes should be distributed to towns based on student enrollments in programs such as Project Concern.

DEPARTMENT OF EDUCATION

29 Main Street
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Superintendent's Committee on Racial/Ethnic Equity and Desegregation

Report of the Subcommittee on School Construction, Leasing and Site Acquisition

TO: Dr. Gerald N. Tirozzi
Commissioner of Education
State Department of Education
Box 2219
Hartford, CT 06145

February 15, 1989

A subcommittee of the Superintendent's Committee on Racial/Ethnic Equity and Desegregation was assigned the task of determining what recommendations could be made to the Commissioner of Education in the area of school construction, leasing and site acquistion that could help forward, or create, opportunities for Racial/Ethnic Equity and Desegregation.

Our subcommittee served as a work group, with members of the State Department of Education participating in our discussions and decision making. Members of the committee were: Lloyd Calvert, John J. Barnes, Nathan Chesler, Russell Garris, John Allison, James A. Connelly, Paul J. Sorbo, Mary Jo Kramer and Nicholas E. D'Agostino. The committee met on the following dates: May 31st, August 3rd, September 14th and November 28, 1988.

The discussions of the subcommittee were wide ranging, yet intense. Ideas that seemed impractical were quickly discarded. Ideas that did not appear to support arrangements orientated toward increasing integration, promoting quality education, and reaching a racial composition reflective of the region, were also rejected. Subsequently the subcommittee reported its findings and recommendations to the Superintendent's Committee on Racial/Ethnic Equity and Desegregation at a meeting of the group at which you were also present on December 12th, 1988. The Superintendent's Committee accepted and endorsed the report of the subcommittee at that meeting. The final report was edited and sent to each Superintendent member of the committee for final comment and approval. Our process yielded basically five initiatives, which our subcommittee feels, if fully implemented, would do much to encourage voluntary participation in opportunities and practices which would promote racial/ethnic equity and desegregation in Connecticut.

The following recommendations, approved by the Superintendent's Committee on Racial/Ethnic Equity and Desegregation, have as their basic premise, promotion of voluntary efforts between communities toward achieving racial and ethnic equity and de-

segregation in Connecticut. The recommendations are respectfully submitted to you for your consideration and possible action:

1. The State of Connecticut increase the percentage of school constuction and renovation costs that it pays for collaborative projects to a level of 100%.

2. The state increase the types of costs it considers eligible for state aid to include space for interdistrict transfer students, child care centers, speciality/magnet programs, and other collaborative programs.

3. The state provide state owned land or buildings for collaborative programs.

4. The state provide 100% financial support for leasing arrangements between local school districts the private sector.

5. The state support the costs of renovating existing school buildings that will become collaborative programs, at a 100% level.

Respectfully submitted,

John J. Barnes

John J. Barnes
Superintendent of Schools
Co-Chairman, Advisory Committee
on Racial/Ethnic Equity and
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